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Ministry
of
EducationThe Honourable Sean Conway
Minister of EducationMinistry of
Colleges and
UniversitiesThe Honourable Gregory Sorbara
Minister of Colleges and Universities
Alan K. Asplington
Deputy Minister of Colleges and UniversitiesMinister pledges to develop
prototype race relations policy

Education Minister Sean Conway has pledged to develop a provincial race relations policy that will serve as a prototype for Ontario school boards.

Mr. Conway reaffirmed the ministry's commitment to the principle of multiculturalism at the conclusion of "Together We Are Ontario," a conference on race and ethnocultural relations in Toronto March 19-21. The conference brought together 800 educators, students and multicultural community representatives to examine and discuss race and ethnocultural issues.

Mr. Conway said that an advisory committee will be formed soon to provide input "so that I can discharge this commitment of developing a generic provincial race relations policy that will be a model for schools throughout Ontario."

Mr. Conway added that the government will use many of the suggestions offered at the conference in formulating any race relations policy. "It is essential," he said, "to draw from this community the kind of creative advice and support, without which we will not succeed."

He praised conference delegates for the initiatives they have taken to develop race relations policies, improve curriculum, and upgrade teacher education and leadership. Many delegates were concerned that not enough is being done to ensure that there is equal educational opportunity for all Ontario students.

The frank discussions by educators and students during conference plenary sessions and 60 workshops were also a vital step toward improving education in Ontario, Mr. Conway explained.

"This has been a rather different conference in important ways because of the focus, because of the openness, and because of the quality of the presentations," Mr. Conway said he expects delegates to meet sometime in the future to "take stock of our progress and see what additional initiatives we might take."

He also urged boards that do not have a race relations program to "very carefully assess the contemporary reality in which you now find yourselves and to develop those policies that you deem appropriate for your school, your board, your community."

One of the important conclusions resulting from the conference, he said, was that "race relations is not just a metropolitan or an urban issue. This is a matter that ought to concern us in small town or medium-sized city Ontario."

In his opening address at the conference, Mr. Conway told delegates that they are "the agents of change" in society who must remember that children are the key to Ontario's future.

"We must build respect and tear down the crippling attitudes of fear," he noted. "The students of today may never become the leaders of tomorrow if we cannot remove the barriers to growth and opportunity."

"We must erase the frustrations of lowered expectations and remove any unfair barriers so that every student's aspirations know no bounds."

He cautioned educators to be

ever-vigilant of the problems faced by children of non-Canadian backgrounds and to ensure that everyone has equal access to educational programs. The conference theme, "Together We Are Ontario," is a call to action to create a society without barriers "where open minds open the door to the future," Mr. Conway said.

In his closing remarks, he added that co-operation among government, educators and students is the key to maintaining the progress made in race and ethnocultural relations. There are "new horizons that call out for the application of a collective energy and creativity that this conference has brought very visibly before this minister and this government."



Lieutenant Governor Lincoln Alexander brought greetings to delegates to the "Together We Are Ontario" conference, as did Premier David Peterson. Additional conference stories are on pages 2 and 3.

Microcomputers increase teacher's
creative role, research study finds

The introduction of microcomputers into elementary classrooms increased the teacher's creative role and did not lead to automated education, says a new research study.

The use of computers also benefited the students. When students worked together to learn the new technology, the computer became "a powerful medium for exploring social skills, communication skills, and problem-solving skills based on real needs, not on hypothetical situations that had no bearing on the students' immediate interests," the research states.

The study, *Computers, Children and Classrooms: A Multisite Evaluation of the Creative Use of Microcomputers by Elementary School Children*, examined the impact of computers in classrooms from kindergarten to grade 8 inclusive, except grade 4. The two-year study was conducted by Hilda Carmichael, J. Dale Burnett, William Higginson, Barbara Moore and Phyllis Pollard.

Teachers frequently reported positive effects that computer use had on students' self-esteem and sense of achievement as they acquired the new skill, the researchers say.

However, "it is imperative that the teacher have a guiding role throughout this process to manage and balance free exploration with

direction."

The "art" of teaching becomes increasingly important in helping students learn and adapt, and the researchers caution that teachers "need strong technical, educational, and emotional support in coping with changes that arise through the creative use of computers."

The study found that both teachers and students were delighted to have the chance to learn and explore computer use together. The students also acquired a new sense of independence.

Teachers who encouraged students to learn from each other

discovered the computer helped increase social interaction within the classroom. Even when conflicts arose, the researchers note, the students' eagerness to work with computers resolved most differences.

Students with behavioural problems who learned computer skills were able to tutor other students. This enhanced their confidence and self-esteem, the study says, and resulted in less ostracizing by other children.

The researchers also noted that the traditional technological division between males and females still exists with computer use in

the class.

Although teachers had some initial problems in allocating space and time for computer courses, they were able to maintain their teaching style and unique circumstances.

"Many teachers recognized that computers are similar to many other instructional tools in the classroom in that they can enhance the educational environment by responding to the particular needs of each student."

The study is available at the OISE Bookstore and The Ontario Government Bookstore for \$20 a copy.

\$3 million program unveiled
to renew science education

The Ontario Government will implement a \$3-million program to renew science education in elementary schools.

The program, which addresses the goals of excellence and relevance in education stated in The Speech from the Throne, enhances science education from kindergarten to grade 6, particularly for female students.

The program will focus on:

- The development of science cur-

riculum in the early school years in a way that devotes more time and attention to this important area;

- Ongoing support for teachers at the elementary level through training and retraining in science education;

- The provision of the necessary learning materials in both English and French and equipment for science education at the elementary level;

- A public awareness campaign in science education to encourage the support and participation of parents, school boards and members of the public, including the private sector.

Dr. Graham Orpwood, who directed a nationwide study of science education for the Science Council of Canada, has been appointed as science adviser to the Minister for three months in the development of the program.

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Boards need race-ethnic relations policy, conference delegates told

School boards should develop a coherent race and ethnic relations policy that makes students, staff and community members more aware of the increasingly multicultural character of the province. That was one conclusion of a six-member plenary panel at the "Together We Are Ontario" conference, held March 19-21 in Toronto.

The panel ended the 2½-day event discussing *Towards a Policy ... Race and Ethnic Relations in the Education System* — a document designed to guide boards in developing policies or strengthening existing ones.

The report states it is the responsibility of all sectors of society to "create an environment where students, parents and employers feel they will not be subjected to bias."

School boards need to develop race relations policies that recognize the contributions of all ethnic groups to Canadian society, said Ahmed Ijaz, a teacher diagnostician with the Scarborough Board of Education.

"All cultures are of equal value, but students in schools are not being treated equally. The result is the under-representation, misrepresentation and stereotyping of ethnic groups."

"Our students are not learning the social skills necessary to maintain a sense of confidence and self-worth," he added.

Mr. Ijaz said race and ethno-cultural relations policies help create a school environment that teaches students how to live in a multiracial society. He stressed the need to design policies in both large and small school boards in rural and urban areas.

He also recommended the following steps in implementing race relations policies: develop educational materials recognizing cul-

tural diversity and eliminating ethnic bias; ensure opportunities to develop positive attitudes within the school; and encourage ethnic students to recognize their contributions to Canadian culture.

The system is not providing education equally to all students. Jamshed Malvalwala, national president of the World Conference on Religion and Peace, told delegates. "And if that makes us angry, that is understandable," Mr. Malvalwala said much of the institutionalized inequality in the education system is based on one false assumption: "We grew up in a world believing that technology was the answer and that, because Europeans had technology, they had the truth."

People are still judged on the basis of such easily identifiable traits as skin colour and language, rather than ability, he added.

Mr. Malvalwala warned boards not to be complacent in implementing their policy. "It will be easy for schools to examine the report and praise themselves for what they are doing right, but you must be prepared to recognize where you are failing."

Stephen Bacsalmasi, superintendent of planning and development with the York Region board of education, said that assessment instruments and testing materials must also reflect a more sensitive attitude. At present, materials inherently favour "advantaged" students. "These materials are biased against those unfamiliar with the language," he added, "yet there is a claim of neutrality."

The educational system tends to inculcate the majority viewpoint, with the result that minority students who do not test well are often streamed into vocational programs, Mr. Bacsalmasi said. He suggested the public re-examine and revamp streaming procedures

and change assessment instruments to eliminate any inherent bias.

Towards a Policy is just the first step, claimed Caroline DiGiovanni, a trustee with the Metropolitan Separate School Board (MSSB). "It's a useful place to start, but there's a lot more that needs to be added to fill in the lines."

Ms. DiGiovanni's board, which adopted a race relations policy in 1984, now is implementing it across the system. She sees four stages in creating an adequate policy: adoption, implementation, evaluation and recommitment.

Boards must specify their goals and procedures. "You must explain the 'how'; you can't just say do it," Ms. DiGiovanni said.

She suggested establishing a series of objectives to be accomplished within specific time periods. "This keeps everyone involved moving in the same direction. In addition, it allows the board to monitor how effectively its goals are being met."

Although conceding these changes will require financial support from both the ministry and local boards, she said schools must break out of their traditional moulds. That means approaching community groups and parents, using staff creatively, and becoming more responsive to individual needs.

The MSSB currently offers training courses designed to sensitize teachers and administrators to multicultural issues. Once the course is completed, teachers return to their schools as multicultural specialists.

The onus of responding to racial slurs falls directly on staff members, said Ruth Rozenberg, a race

relations consultant with the Ontario Human Rights Commission. "It's the responsibility of the school system to respond immediately and consistently, and the system must be seen to be responding."

In each incident, the response affects four parties — victim, victimizer, onlookers and authority figure. Of these, the victim is most in need and should be given support, she said.

In addition, the onlookers should be shown that the offending behaviour, whether manifested in graffiti, name calling or physical assault, is unacceptable.

"The race relations policy is not a magic tool — it won't change things overnight — but it will offer the class a message that this will not be tolerated."

Although not a prescription for all incidents, a well-prepared policy can help staff respond in a positive, sensitive and determined way, Ms. Rozenberg said.



Conference delegates were entertained by The Jane Junior High School steel band.

60 conference workshops reflect many concerns

The 60 workshops at the "Together We Are Ontario" conference offered delegates a comprehensive view of an educational system adapting to the needs of a culturally diverse province.

The workshops reflected the varied concerns of the 800 delegates attending the conference, held March 19-21 in Toronto. Some sessions addressed specific issues or attitudes while others focused on the role of the trustee, teacher, parent or student in developing positive race relations.

In a workshop entitled "The Experience of Teacher Associations in Race and Ethnocultural Issues," Ontario Teachers' Federation president Guy Matte said it's hard for teachers to relate to all students because of their diverse backgrounds.

"There's a thinner base of shared expectations across Canada compared to other countries," Students' ambitions and experiences are rooted in their cultural heritage, so it's difficult to talk about national or provincial goals, he said.

To overcome this, Mr. Matte suggested teachers work in conjunction with parents and other community members to reinforce positive race relations.

Jim Head, vice-president of the Ontario Secondary School Teachers' Federation, said the federation drafted its own race relations document because schools across the province were responding in a "patchwork way." The report, in its second draft, recommends the

federation promote multiculturalism, oppose racial discrimination, and encourage boards to develop their own policies.

Patricia Carsons, the principal of Kent Senior Public School in Toronto, said her experience shows multiculturalism can work in education, but "you have to have time, you have to have commitment and you have to have money."

Patience and understanding must be used to build a bond of trust between students and staff and among the students themselves. "That, perhaps, is the most important thing we can do in schools," she explained.

In "Multiculturalism and Race Relations Policies: You Need Both," North York principal Hugh McKeown said most schools have at least an unofficial multicultural policy, but are lacking specific supporting guidelines.

Schools have dealt with multiculturalism through English-as-a-second-language training, cultural theme nights and ethnic meals, "but they don't deal on a policy level with issues of race," he said.

Mae Waese, North York Board of Education chairperson, recommends a pro-active approach to developing a race relations policy, rather than waiting until a racial incident has occurred. Her board established a race relations committee and invited community members to participate in developing a sensitive policy.

Ms. Waese recommended "across the board" involvement as a way of adding weight to the final

report.

"It was extremely important to have our director (of education) on the committee — it added legitimacy," Mr. McKeown said.

Consultant Teresa Gonzalez agreed it's difficult to change attitudes. "These policies are easy to pass but hard to implement," she told the workshop. "Analysis of Existing Race Relations Policies in School Boards."

Ms. Gonzalez, a former race relations, multiculturalism and affirmative action officer at the Metro Separate School Board (MSSB), said existing policies are still inadequate.

Citing as examples the MSSB and North York policies, she noted a lack of direction in several important areas: the policies do not focus on the main goal of an ideal system; there isn't enough community or staff involvement; there's a lack of financial resources and school site management; and there's a need to train administrators specifically in the area of ethnicity.

Ms. Gonzalez suggested new policies contain provisions for evaluation, a definite time frame, and shared responsibility for implementation.

Dean Horner, a student from Birchmount Park Collegiate in Scarborough, said such policies are more effective when students are involved in their early development, rather than having policies imposed on them after the fact.

Student councils must "make

active moves to incorporate and reflect different races" in leadership, he added in the workshop. "What Student Councils Can Do To Help Implement A Race Relations Policy."

Other student leaders agreed they could be instrumental in creating awareness of various ethnic groups' needs.

"Sometimes it's a quiet problem," observed George Dipede, a student at Woodbridge High School in York Region. "Students may not need formal training on how to deal with race problems, but you do need to be informed. People often don't understand what other ethnic groups are like."

Not all minority students can choose their high school environment, claimed Bernice Blackman, head of multicultural services at North York's Yorkdale Secondary School.

In "Academic Upgrading — Intervention To Avoid Negative Streaming," she said an intervener helps students upgrade academically and socially. Without assistance, most of these students would face streaming into vocational and basic programs.

Intervention involves strategies to curtail practices preventing students from reaching their full potential, said Ms. Blackman.

The teacher intervener identifies areas where minority students need assistance and helps increase staff awareness of multicultural concerns, she said.

Teacher expectations are directly related to student performance, added Jean Gammage of Flemington Public School. Flemington began "booster" programs to help understand the poor performance of minority students.

Ms. Blackman and Ms. Gammage

offered guidelines for boosting students, such as having high expectations of all students, using resource people and role models, and creating positive cultural and racial images.

Streaming is also a problem in co-operative education, said John Vieira, president of the Canadian Alliance of Black Educators.

"When a minority student drops out of a co-op program, it is often found that a teacher has streamed the student out of the class and into a co-op placement," he said at the "Co-operative Education And Multiculturalism" workshop. "Before placement, students need to be counselled to separate their wants, needs and peer pressures."

Co-op program employers also need counselling to recognize the problems and exercise sensitivity. "Minority students are generally unsure of themselves and are easily offended by seemingly casual remarks and racial and ethnic jokes," Mr. Vieira said.

Dr. Hilroy Thomas, director of the Centre for Achievement, noted too many minority students are streamed into vocational schools or basic-level programs, where there are low expectations and bleak prospects for employment.

Referring to *Who Gets The Work*, published by the Urban Alliance of Toronto, Dr. Thomas said, "unless you have white skin, you don't get the job in three out of four cases."

Dr. Isaac Akande, a co-op employer, said employers need to realize that their businesses stand to gain from multicultural placements. Bringing a new language or cultural connection into the workplace can improve the bottom line of the business.

Citizenship and Culture minister urges renewed effort to combat racism

Combatting racial and ethnic prejudices in Ontario is "like turning around an elephant," Lily Munro, Ontario's Minister of Citizenship and Culture, said at the Race and Ethnocultural Relations Conference in March.

"It's hard to manoeuvre, but once we succeed in turning around the elephant, it will remember," Dr. Munro noted that renewed effort is needed to combat racism and ensure equal opportunity. Educators need to be in the vanguard of the battle.

Students must learn that "Ontario is not a melting pot and Canada is not a melting pot," Dr. Munro added. "Ontario is made

up of 85 different groups in a multicultural society.

"Our young people must know how Ontario prospered from the contribution of all its citizens. We may be preaching multiculturalism, but if we're not practising it ourselves it will catch up with us."

Dr. Munro and Labour Minister William Wrye were among seven panelists in a plenary session at the conference on equality of opportunity in Ontario.

Led by moderator Dr. Mavis Burke, chairperson of Ontario's Social Assistance Review Board, the panel examined what is being done by several Ontario government ministries to fight prejudice.

While the ministerial presentations focused on Ontario's progress in the area, three response panelists — Lennox Farrell of the North York Black Education Committee, community representative Carmencita Hernandez and Toronto Board of Education trustee Fran Endicott — were unanimous in calling for greater efforts to eliminate bias.

"While overt racism is disappearing because of multicultural policies and legislation, subtler forms of discrimination are expanding," said Mr. Farrell. "Ontario has a valley floor of legislation to fight prejudice, but we still have to climb the mountain."

Educators must ensure minority students do not receive inadequate education—says race relations commissioner

Educators must move swiftly to ensure that no more minority students in Ontario receive inadequate education, the province's Commissioner for Race Relations told delegates at the Race and Ethnocultural Relations Conference in March.

That means developing guidelines and materials even if "every last facilitating factor" is not in place, said Dan McIntyre of the Ontario Human Rights Commission. Boards of education can meet this challenge by building on policy guidelines already developed by the commission.

"I cannot over-emphasize what I believe to be the urgency of this mission," said Mr. McIntyre. "Just think for a moment how many minority students have been inappropriately labelled and streamed in the time that the Race Relations Division itself has been developing its own thinking."

Streaming must be eliminated, he said, to assuage minority parents who worry that schools "are not making a genuinely relevant attempt to determine whether their sons and daughters are capable of studying in the academic stream."

Mr. McIntyre suggested Ontario's school systems must play "perhaps the leading part in terms of the values they transmit and the role models they create both through their curricula and through the ways they behave themselves as microcosms of the larger community."

"It is critically important for each school board to develop a race and ethnic relations policy," he added, but there must be "a genuine, unalterable commitment to implementing such a policy in a positive, sensitive and determined way."

A number of Ontario communities have done excellent work in creating an environment that benefits all students. However, only 10 boards of 186 in the province have a race and ethnic relations policy framework in place, he said.

"Remember, the students who are in your systems now are being raised as citizens of not such and such a town, but of Ontario and Canada, and as citizens of the world."

"Chances are that they may well move to other parts of the province and the country where they will have day-to-day operating need of the values and sensibilities necessary to positive inter-racial and inter-cultural relations."

He urged conference delegates to take advantage of government programs and to learn from those school boards that have successful race relations policies and curricula.

"We must look to the schools as places where students learn of the contributions of all groups and where they develop respect for cultural, racial and ethnic diversity."

Educators have a special responsibility to demonstrate multicultural sensitivity, Dr. Munro added.

"Do your students see multiculturalism at work in your school? Do they see members of minority groups on staff? Are there biases in your textbooks?" Dr. Munro asked.

"You (the teacher) are in the minds of your students when they go to sleep at night. Your attitude towards race and ethnocultural relations, even if not expressed in class, is felt by your students."

Ms. Endicott agreed that teachers play a vital role, but she didn't share Dr. Munro's optimism in turning around the "elephant" and changing people's attitudes.

"Unfortunately, that elephant has stalled," Ms. Endicott said. "In the present climate of funding constraints in education, multiculturalism is seen as a frill competing with classroom priorities."

"What we need is full financing for school boards to implement a race relations policy. It should be a mandatory requirement for all school boards, not just a topic for discussion at conferences."

"We see our students dropping out without hope," Ms. Endicott added. Vocational schools and basic level programs are filled with visible minority students who are understandably dissatisfied in such settings.

Mr. Farrell agreed that more effort is needed to solve these inequalities. He said he is still awaiting a definitive outline of multiculturalism based on economic participation and resource sharing.

Labour Minister William Wrye

reaffirmed his ministry's commitment to enforcing the Ontario Human Rights Code, with special emphasis on preventing racial conflict in the workplace.

The ministry has opened several Worker Advisers' offices across the province to publicize the protection afforded to human rights and to deal with workers' complaints about violations of the code.

"Good words in 1986 are no longer good enough," he said. Government policy now requires that agencies, boards and commissions reflect the racial and ethnic make-up of the province.

Douglas Ewart, Director of Policy Development at the Ministry of the Attorney-General, noted that Ontario has agreed to be bound by the United Nations International Convention on the Abolition of Prejudice and Discrimination.

By becoming answerable to the United Nations, Ontario has placed itself in the vanguard of a small number of jurisdictions which have made a similar commitment.

However, Carmencita Hernandez, a community representative, echoed Mr. Farrell's call for full economic participation by minority groups. There is no point in encouraging minority groups to cultivate their ethnic identity unless the groups are also given opportunities to share economic advantages.

"Visible minority women are conspicuously absent from positions of power," Ms. Hernandez said. "More action needs to be taken to ensure the rights of visible minority women."

Conference stories by Jane Wideman, Mark Kearney, Rob Wooler and Elmo Ciprietti. Photos by John Easton.

University renovation fund established

To assist Ontario universities with their pressing capital requirements, the province has established a new University Renovation Fund and has also agreed to support financially 10 major university capital projects.

The Renovation Fund, to which \$9 million has been allocated in 1986-87, will be distributed to the universities based on a "space-needs" formula developed by the Council of Ontario Universities. The institutions will then be free to set their own priorities for renovations.

In addition, the government has committed \$5 million in 1986-87 as the first step toward financially supporting the 10 major renovation, alteration and new construction projects on Ontario university campuses.

The government will ultimately contribute about \$24 million, or approximately two-thirds of the total cost of these projects, which are valued at \$35 million.

The government will also be spending \$6 million on renovation projects begun in previous years and a further \$18.6 million on major capital projects already initiated.

The Ministry will contribute \$4.3 million toward a \$6.5-million consolidation and expansion of facilities for Fine Arts at York University; \$4 million toward a \$6.3-million expansion and renovation at the Faculty of Law Library at the University of Toronto; \$5,466,000 toward an \$8.2-million construction project to provide new facilities for Arts and Social Sciences at Wilfrid Laurier University; and \$754,000 for alterations to Lakehead University's Centennial Building, which will complete the consolidation of the university's Engineering

Department.

Other projects include:

- \$4,473,000 toward a \$5,750,000 project, which will include a one-floor addition and a ventilation-systems overhaul for Laurentian University's Science 1 Building;
- \$3 million toward a \$4.5-million building at the University of Ottawa, which will complete the campus redevelopment due to a realignment of municipal roads required for the new regional bus transit way;
- \$850,000 for the expansion of

Brock University's library and associated alterations in the university's Schmon Tower;

- \$650,000 for alterations and renovations in the Ontario College of Art's south and west wings;
- \$547,000 toward the construction of a Soil Erosion Research Building, valued at \$850,000, at the University of Toronto's Scarborough College; and
- \$210,000 toward the construction of a \$315,000 wing for teaching and research at Nipissing College.

New initiatives announced promoting co-operation between schools, business

The Ministry of Education will undertake initiatives to promote co-operation between schools and local business and industry and to develop entrepreneurial skills in Ontario's young people.

The initiatives, estimated to cost a total of \$2.8 million, also include a program to give Ontario students useful information about how to find a job.

The Ministry will encourage greater co-operation between education and the world of work by circulating a list of suggested ways school boards and local business and industry can work together to meet local needs, resulting in economic development and employment in the community. The Ministry will set aside \$1 million a year for the next two years to help school boards implement such programs.

The Ministry will also spend \$200,000 to develop two credit courses for grades 11 and 12 in entrepreneurial studies to pro-

vide students with the opportunity to acquire the motivation and skills needed to develop new business enterprises.

Complementing existing business studies courses and co-operative education programs, these courses will allow students to research, form and operate their own business ventures. The new curriculum guidelines for entrepreneurial studies will be in the schools this fall.

Finally, the Ministry will make available a computerized program designed to guide a student through every step of the job search, from identifying labour market conditions and available educational and training programs to writing a resume and handling an interview.

The computer program, to be ready for use in schools, libraries and other locations in the 1987-88 school year, will cost an estimated \$600,000 and will be available for use by students in grade 7 and up.



Together... we are Ontario

Dan McIntyre, Commissioner for Race Relations for the Province of Ontario.

Ministry wants boards' advice on developing second phase of OAIP

The Ministry of Education is seeking the co-operation of school boards in developing and creating awareness of Phase II of the Ontario Assessment Instrument Pool/Banque D'Instrument De Mesure De L'Ontario (OAIP/BIMO).

To do this, the Ministry will continue to ask board personnel to be members of subject advisory groups, says William Lipischak, director of the Ministry's evaluation and supervisory services branch. Some teachers will also be needed to help validate the instruments.

The Ministry will conduct regional workshops and develop resource materials to create awareness of new pools and help their implementation, he says. The first set of workshops will be held this fall for the Junior Division Mathematics OAIP.

It is important that representatives from each board attend this workshop, Mr. Lipischak says, because it is the first pool of Phase II and the first exclusively for junior teachers. It will also provide an opportunity to plan subsequent workshops at the board and school level.

There are currently 16 pools available in Phase I of OAIP/BIMO with plans for developing at least 12 more in the next three years.

OAIP/BIMO is a collection of assessment instruments that can be applied to various subjects at different grade levels.

OAIPs currently being developed include Junior Division Language Arts and Science, Intermediate Division Mathematics and Science, and Senior Division English and Mathematics. Equivalent BIMO pools (for French schools) will also be created.

"The OAIP/BIMO will be, without doubt, the most comprehensive set of evaluation instruments available to an educational system at the provincial level," Mr. Lipischak adds. "The instruments will cover the wide-ranging expectations of our provincial guidelines and provide evaluation instruments at different levels of difficulty.

"They are appropriate for a system of education that believes in adaptation of curriculum for individual needs and a shared responsibility for curriculum development, implementation, and review."

The OAIP/BIMO was developed in response to a public and professional need for improved techniques and strategies to evaluate student achievement and program effectiveness. Different types of questions, related to Ministry curriculum guidelines, are used in each subject pool, Mr. Lipischak

adds.

Teachers can use OAIP/BIMO to determine students' knowledge, attitudes, thinking processes and skills on a given topic before and after teaching. This allows teachers to assess how well students are learning, he says.

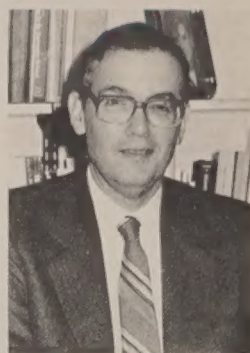
The Ministry, schools, and school boards across Ontario can use OAIP/BIMO to determine if programs are appropriate. With this information, a local board or school can adjust its programs accordingly, he adds.

The need for these assessment tools was partly a result of 1977's "Secondary/Post-Secondary Interface Study" by the Ministry, Mr. Lipischak says. The study found that students were performing as well as or better than their counterparts of a decade earlier. Prior to the study, many believed the quality of education had deteriorated over the years.

This discrepancy between perceived and actual performance demonstrated the need for developing methods to allow educators to report clearly and confidently on how well the educational system worked.

The continuation of OAIP/BIMO ensures that this discrepancy won't recur, he says, and that education remains as relevant and challenging as possible.

Dr. Bernard Shapiro new Deputy Minister, effective July 1



Bernard J. Shapiro, director of the Ontario Institute for Studies in Education (OISE), has been appointed Deputy Minister of Education.

The appointment is effective July 1, 1986.

Dr. Shapiro, who holds degrees from McGill University, Montreal, and Harvard University, Cambridge, Massachusetts, has exten-

sive experience in education as a teacher and administrator. He is the author of numerous articles on education.

Dr. Shapiro, past president of the Canadian Society for the Study of Education, is also president of the Social Science Federation of Canada. He chaired a Provincial Advisory Committee on Evaluation Policies and Practices and recently headed the Commission on Private Schools in Ontario.

He has been director of OISE since 1980. Prior to that, he was academic vice-president and provost at the University of Western Ontario; dean of Western's Faculty of Education; and associate dean of the School of Education at Boston University.

George R. Podrebarac, former Deputy Minister of Education, has been appointed Deputy Minister of the Human Resources Secretariat. This new Secretariat provides corporate staff support to line managers in the exercise of their responsibility for effective human resource management in the Civil Service.

Affirmative action programs enjoying success with Ontario school boards

The Ministry of Education's commitment to affirmative action programs for women has enjoyed widespread success in school boards across Ontario.

In just over a year, almost \$2.1 million has been committed from the Ministry's Affirmative Action Incentive Fund for women employees of school boards. Funds have been approved for 79 boards.

"Ontario's school boards have shown outstanding leadership in this area," George Podrebarac, former Deputy Minister of Education, recently told Ontario school trustees. "They were the first public sector area involved in the incentive fund program, developed jointly by the Ontario Women's Directorate and the Ministry of Education."

In addition, in the first two years of its awards program, the Ontario Women's Directorate has honoured two school boards, North York and Toronto, with Ontario Achievement in Employment Equity Awards. These awards are given annually to employers taking outstanding positive measures to ensure equality of opportunity.

The Ministry launched the Affirmative Action Incentive Fund in December, 1984, to encourage school boards to achieve equality of opportunity and, in particular, alleviate the problem of women being under-represented in positions of added responsibility in school boards. Money was provided for start-up programs for the 1985 and 1986 calendar years.

Through the fund, school boards are eligible for grants of up to \$38,000 over two years to assist in the hiring of an affirmative action co-ordinator. The grants may also cover costs related to creating and implementing the program such as special staff development initiatives and promotional materials.

Boards may also receive a one-time grant of \$3,000 to cover consulting fees to develop an affirmative action plan or other directly related project.

"The development of effective affirmative action programs for our educational system will be a major challenge for all of us in the next decade," Dr. Podrebarac said. "Certainly it is an area where partnership and consultation will be essential."

All school boards have also been requested to:

- adopt a formal affirmative action policy for women employees;
- appoint a senior staff member to develop and co-ordinate an affirmative action plan that would identify goals and timetables for the hiring, promotion and training of women employees at all levels;
- collect and analyse data on the occupational and salary distribution of male and female staff, job competitions, projected vacancies and staff training and development.

Boards participating in the incentive fund program must submit progress reports after initiating an approved project.

Statistics from 1984 showed that while, in most cases, more women held positions of added responsibility than they did 10 years ago, they are still under-represented.

Women made up only two per cent of directors, four per cent of supervisory officers, 13 per cent of elementary and five per cent of secondary school principals. Women accounted for 22 per cent of elementary and 12 per cent of secondary school vice-principals.

At the same time, women made up 67 per cent of the educational staff at the elementary level and 31 per cent in the secondary system.

This is the case even though increasing numbers of women are demonstrating interest in and qualification for positions of added responsibility in the school system. Women made up 44 per cent of those who received their principal's qualifications in 1985 and 36 per cent of those who received their Supervisory Officer Certificate.

"Our educational system has special responsibilities in the area of equal opportunity," Dr. Podrebarac said. "We must ensure that women are represented in positions of greater responsibility throughout the system. We must also ensure that classroom instruction is non-sexist, and that female students are motivated to achieve their full academic potential."

The Ministry of Education believes the Affirmative Action Incentive Fund will assist in increasing the level and occupational distribution of female school board employees, and provide more diverse role-models for young students.

Commission recommends numerous changes in Ontario's educational financing

Province-wide bargaining on teacher salaries, regional sharing of commercial and industrial tax assessment and an education tax on personal income are among the recommendations of the Commission on the Financing of Elementary and Secondary Education.

The six-member commission proposes major changes in many areas of education finance in Ontario.

The commission, headed by former president of York University, H. Ian Macdonald, makes 54 recommendations affecting such education issues as governance, taxation and provincial funding.

Key recommendations include:

- Amending the *School Boards and Teachers Collective Negotiations Act* (Bill 100) to provide for province-wide bargaining on teachers' salaries, benefits and number of days worked, with the right to strike and lock-out. All other contract items would be negotiated at the local level, with strike and lock-out rights replaced by binding final-offer-selection to

All secondary school students would have full access to both public and separate high schools under recently announced amendments to Bill 30.

The package of amendments proposed by the government would also give children of public school supporters attending Roman Catholic schools an automatic exemption from religious studies.

Current provisions of Bill 30 provide open access to both systems when space is available and provide exemption from religious studies only when a non-Catholic student is attending a Roman Catholic secondary school because of program, distance or handicap.

Bill 30 is the government legislation to complete the public funding of the final grades of the Roman

Catholic separate school system. It was introduced in July, 1985.

The proposed amendments would also clarify the protection of employment rights for public school teachers whose jobs may be affected by the passage of Bill 30 by making it clear that those protections also include elementary public school teachers. As well, the amendments would broaden and clarify the protections that designated public school teachers have from the denominational hiring practices of Roman Catholic separate school boards.

Consideration of these and other amendments by the Standing Committee on Social Development began May 8. Bill 30 is expected to become law before the Ontario Legislature recesses for the summer.

end local disputes;

- Regional sharing of commercial and industrial assessment between school boards in a municipality. This would apply to assessment not designated specifically for public school or separate school purposes;
- The introduction of an education property tax credit program for residential and farm ratepayers, to be financed by an education tax on personal income;
- Increasing the province's contribution toward the cost of education until it reaches 60 per cent of the approved cost of elementary and secondary education;
- Consolidation of school boards in Windsor/Essex, London/Middlesex, Hamilton/Wentworth and Ottawa/Carleton, and review of the geographic jurisdictions of other school boards;
- Allowing the creation of integrated school boards at the local level, decided by local referendum;
- Provision for school boards in an area to form co-operative ser-

vice units to provide and deliver non-instructional support services such as planning, purchasing, plant operation and maintenance, accounting, administration and transportation.

Other recommendations propose an increase in per-pupil grant ceilings, an increase in capital funding and the appointment of a task force on the use of new information technologies in education.

Responses to the report should be submitted to the Ministry of Education by August 1, 1986. All responses to the report and its recommendations will be received and analysed by Ministry staff before determining whether further consultation will be required.

The commission was one of three established in June, 1984 in connection with the announcement by former Premier William Davis on the completion of funding for the Roman Catholic Separate school system. The commission received nearly 200 written briefs and travelled to nine Ontario centres.